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An evaluation of the elementary counseling program in the Olympia, Washington schools is presented. The emphasis is upon counselor role as seen by the counselors, teachers, and principals. Models of counselor role in intervention and change are developed. Case examples further explain the models. Evaluative comments by teachers and principals on counseling effectiveness are quoted, and the results of a questionnaire are described. (NS)

ELEMENTARY COUNSELING AND GUIDANCE

A Second Year's Report On The Operation Of A Laboratory

Edited by Richard J. Usitalo

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

Progress reports are difficult to prepare. They are usually attached to the more mundane activities of the educator. Yet, in retrospect, they offer, perhaps, more value to the writer than to his audience. He is able to conceptualize and set new targets for the future.

Counselors were actively involved in the construction of this report. At times they displayed anxiety and at other times they displayed pride. During the process, they seemed to draw upon latent talents and attributes. Therefore, the writer is indebted to: Ken Born, Dale Davis, Wilbur Just, Arlo Thomas and Don Tobin for their perseverance.

This report is relatively free from hard data. If "the proof of the pudding is in the eating", it would follow that documentaries by teachers and principals would be appropriate.

Teachers have offered such comments as: "I was able to gain more insight into myself from many after-school talks with the counselor. The insight I gained enabled me to be a better teacher." "Several mock parent conferences were held to help eliminate some of my anxieties and clarify my thoughts. In one actual conference, the counselor was most beneficial in helping me by asking pertinent questions of the parents." "When the curricula seemed to lack a certain spark which can make learning exciting, the counselor was most helpful in finding ways in which to enrich the subject and help to individualize instruction." "While the counselor led discussions with the group, I had an opportunity to observe the class from a more objective point of view in which I could see ways of developing self-control within the group".

A principal offered the following statement: "Generally speaking, I am pleased with the progress of the program to date. This is in no way intended to infer that we have arrived at unqualified success. But we have made a substantial beginning and are on firm footing. I sense an expression of need to expand the program."

In essence, this report attempts to present counseling as it was during 1967-68. I trust that the program will continue to grow in meaning to each individual during the forthcoming years.

Richard Usitalo,
Project Director

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CHAPTER I

INTRODUCTION AND OVERVIEW

Elementary counseling and guidance was introduced to Olympia during the 1966-67 school year. Four former Olympia teachers and a former Californian came to Olympia after having attended a fifteen-month Counseling and Guidance Institute at Arizona State University.

A rather extensive report (Elementary Counseling and Guidance, A Progress Report of a Laboratory) was published at the conclusion of the first year (1966-67). The program was evaluated from several frames of reference. Teachers were asked to respond to a questionnaire (What Do You Think?) at the conclusion of the year. Parents responded to the questionnaire (Would It Be Important?) A random sample of students were subjected to a self-ideal self-inventory. After interviewing parents, teachers and students, top specialists, Dr. Anna Meeks of Oregon State University and Dr. Garth Blackham of Arizona State University, in elementary counseling provided another form of evaluation information.

In disseminating, the innovator must make some choices as to the content of the message. The major tone of the first year's report was evaluative. After conducting such a study, involved members must make some appraisal as to the merits of the investigation. The major emphasis of the first year's study was to measure behavioral change in the teacher and student. At least two problems became evident -- instrument reliability and duration of time for change to take place. The more useful data seemed to be obtained through the interview technique. In terms of a report, this type of data appears to be more useful to the school system that is considering such a program. The reader is able to understand role function at the same time that he is reviewing evaluative data.

Hopefully these preceding paragraphs have served as a rationale for the subsequent report. The emphasis shall be primarily focused on counselor role. Direct comments will be used for evaluative purposes. While subjective in nature, these statements would appear to be the most reliable exhibit of counselor effectiveness that is available.

How do counselors view the individual? To provide a program of excellence, a theoretical base is necessary. Chapter II deals with this. A model is developed to explain how students are viewed and how intervention is possible to bring about change.

The third chapter presents a change model. The five-step sequence is applicable to changes in other dimensions of education. In this chapter, the counselor attempts to stimulate teachers to ask certain questions which indicate the degree of sensitivity to the problem.

Chapter IV builds on the models developed in the preceding chapters. How do counselors intervene in the environment of the school and the life of the child? Methods of intervention are explained by using case examples. This particular chapter serves as the major source of data for the report.

In chapter V, other evaluative measures are described. Responses to a teacher questionnaire are interpreted. Attitudes of principals are also described.

Chapter VI contains a list of long and short term recommendations for counseling in the Olympia School District. Some unresolved issues are also identified.

CHAPTER II

A COUNSELOR'S CONCEPTUALIZATION OF THE INDIVIDUAL

Some of the most captivating and pleasurable experiences we as adults engage in either individually or in groups are those times when we take opportunities to go through some of our old photograph albums. Each picture invariably carries with it some story about the events that led up to the taking of the picture and perhaps some story about the events that followed. Mostly, the full enjoyment from the album comes to those who were directly and personally involved but we try to share our pleasure verbally with those who are willing to listen.

The task of the writers of this paper is not unlike that of the person interpreting the intangibles of a photograph. The 'image' of the elementary counselor has been captured but mostly to those who have been directly involved. The attempt will be made in this document to outline and interpret the "staging" for the Elementary Counseling Program in the Olympia Public Schools and then describe the manner in which the theoretical model becomes an integral part of an action program.

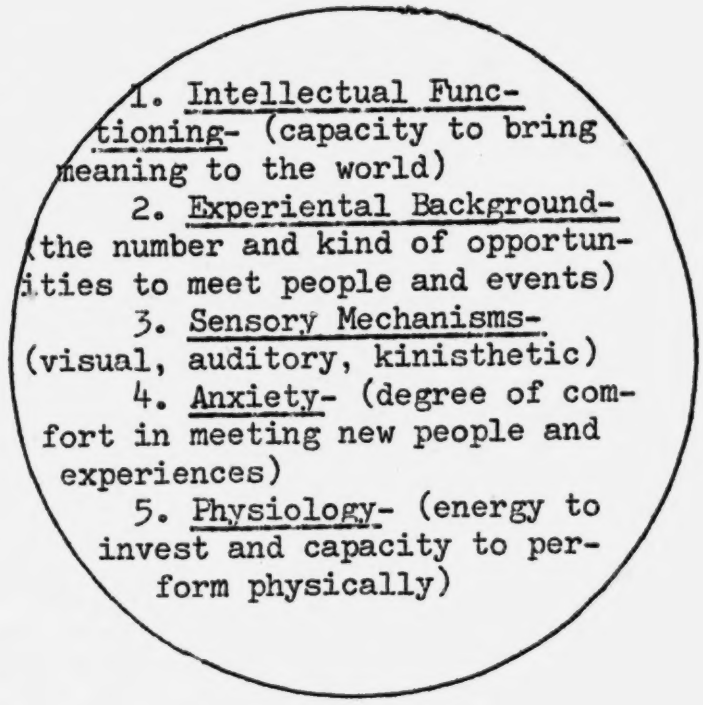
Intrinsic Components

Two words would seem to describe those aspects of human nature where intervention by anyone in a helping profession might participate in the developmental process of a child. Those are the words, "intrinsic" and "extrinsic". Intrinsically each of us can initiate some action towards our environment. We are self starting self propelling individuals, each with a unique set of responses to those experiences that we might have in our lifetime. By the same token there are elements in our environment over which we have no control and which we cannot predict...to these we can only respond or react. These are the

extrinsic elements of our environment. Teachers, parents, counselors and others who attempt to influence the development of another human being must act in either one or both of these parts of our nature.

When we see a group of children on the playground, we can view them in terms of their likenesses such as size, age, sex, or grade. Yet, even as we can observe such likenesses we know that each child is an individual. Each child has qualities in common with every other child, yet it is the development of these qualities which make him unique. Each of us is capable of functioning intellectually (see Fig. 1), each of us has a background of experiences, each of us has a "window on the world" through our senses, each of us possess an emotional tone which gives us our enthusiasm for living, and we each have a physical body through which we act upon or react to our environment. While these constitute some commonalities of human nature in each individual we find that we differ greatly in the extent to which each is able to benefit or hinder our learning experiences.

Figure 1
Intrinsic Components Of An Individual


1. Intellectual Functioning- (capacity to bring meaning to the world)
2. Experiental Background- (the number and kind of opportunities to meet people and events)
3. Sensory Mechanisms- (visual, auditory, kinisthetic)
4. Anxiety- (degree of comfort in meeting new people and experiences)
5. Physiology- (energy to invest and capacity to perform physically)

Intellectual Functioning

During the past thirty years we have tended to see this in terms of an Intelligence Quotient (IQ). At various times we have assumed this to be a more or less permanent, unvarying part of our nature. For the purposes of this model it will be viewed simply as one's capacity to bring meaning to his world. It is that which one is able to use to relate one experience to another, one event to another, or, in even fewer words, to make his world become predictable. It is through one's intellectual capacity that one is able to make decisions, judgments, or to make choices among alternatives. Schools, traditionally, have been most concerned about this aspect of our development, designing experiences which are intended to bring about some efficiency in intellectual functioning.

Experiential Background

If intellectual functioning means relating events or experiences, then an important aspect of one's nature is the sum total and the kind of experiences he has had in his lifetime. Throughout one's life there

are experiences which fall into two broad categories...experiences with people which might be called social experiences and experiences with things or objects which might be called physical experiences (physical in the same sense as physical science.) It is through this backlog of experiences that one is able to assimilate and get meaning from new data. A child who has no concept of the word "forest" would get little meaning from a discussion about "forest fires."

Sensory Mechanisms

Experiences and the capacity to bring meaning to them rely heavily on the manner and extent to which we can gather data regarding the experience. Infants have a whole world opened to them which they actively explore through what is commonly called the five senses. The incoming data however, is relative to the efficiency with which each of the senses operate. In effect, we learn to trust that data gathering mechanism which is likely to give us the most accurate "picture" of our world. We are all familiar with the phenomena of a visual mirage. This is an illustration of an instance where incoming visual data has been distorted. Distortions can occur in each sensory mechanism, so what we often do is check data from one against data from another. This is why some children can master a twenty word spelling list by simply glancing through them, while others must have this visual data checked against a phonetic pronounciation of them, or must write the words out.

Anxiety

As we move about in our world and become more "experienced" one of our learnings is that some experiences we will find pleasurable and satisfying, while others we will find painful, some will incite fear in

us, and yet others we will find interfering with something we want and produce anger. Anxiety is the feeling we get in anticipation of what an experience is going to be like. Anxiety is present in each of us to a more or less degree and is an object of concern only to the extent that it interferes with what we are doing now. A child, for example, who is fearfully anticipating a spanking when dad sees his report card may find it very difficult to get meaning out of a discussion on the associative principle of addition.

Physiology

While the area of physiology is extensive and may all contribute to a more or less degree to the sum total of a person's functioning, for the purpose of this model it shall refer to those neurophysical aspects of our nature that contribute to or detract from the learning tasks outlined by the school environment. The obvious example would be the efficiency of the muscles of the eye to focus, to develop a consistant left to right movement, or to work in harmony with the muscles of the extremities. It is through our awareness of our own physical body that we understand the arrangement of objects in space. Further, the energy we have to invest in experiences is likely to be contingent on conditions which exist in our physical body. A child who is experiencing rapid increases in either height or weight expends considerable physical energy reorienting an enlarged body. This child is described in class as lazy, or tired looking, or perhaps not getting enough sleep.

Extrinsic Components

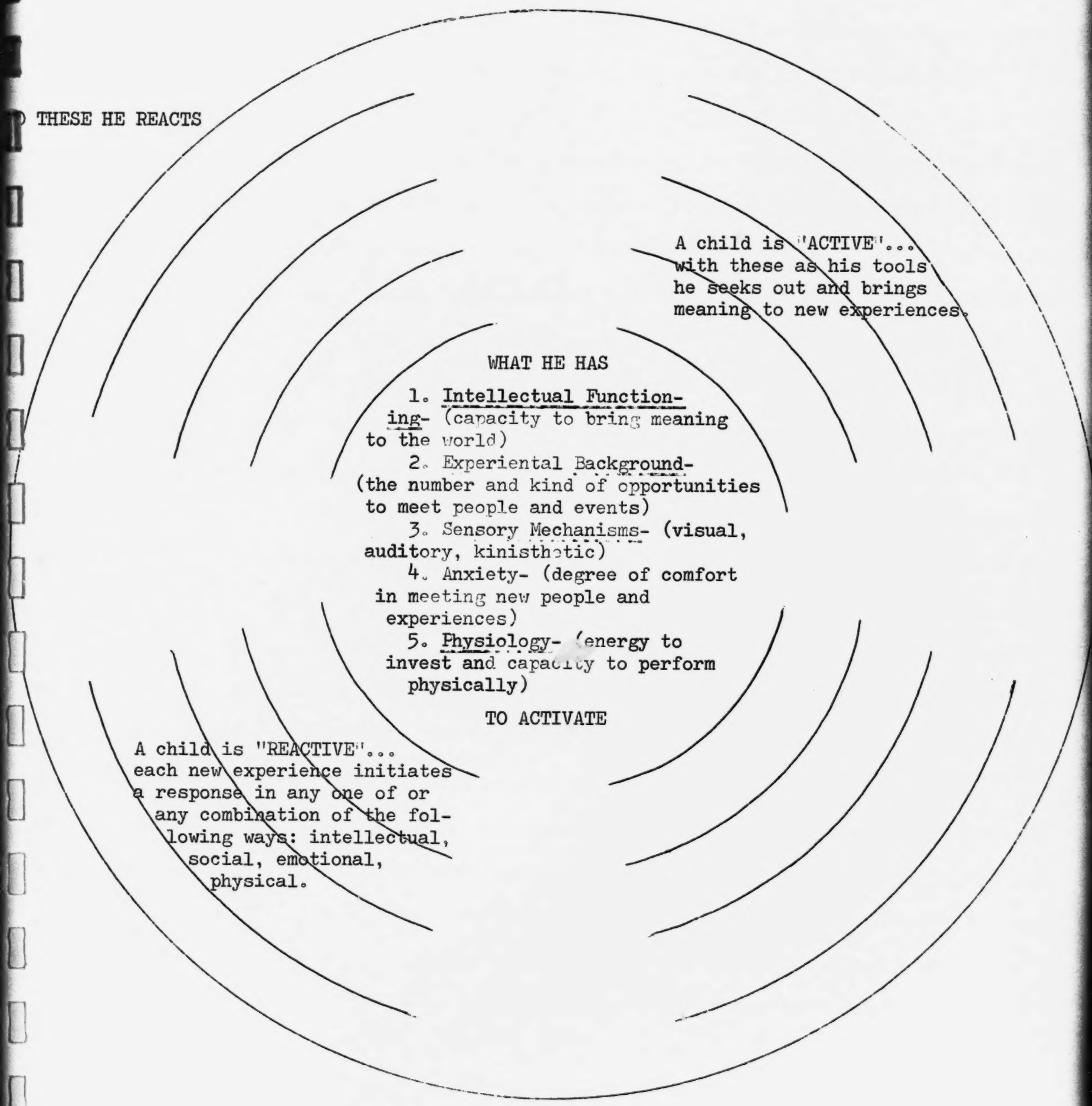
Figure One suggests further that this intrinsic nature of an individual constitutes the basis from which one develops attitudes toward himself, his self-esteem as it were, the kind of person he is,

whether he is liked or disliked, whether he is successful or unsuccessful, i.e. those concepts he has about himself.

The concept of development or growth suggests a dynamic, ever changing structure (see Figure 2). On the assumption that people are "active" in that they are constantly in contact with some aspect of their environment, figure 2 of this model illustrates a dynamic, consistantly expanding self. The concentric circles suggest extrinsic experiences which will have an impact on what a person will become. Every experience from this time forward will add new knowledge or will modify or support present understandings i.e. we must react to each new experience. It is proposed in this model that if a person anticipates having a positive impact on the developmental process of another person it must be done so either extrinsically or intrisically. Traditional counseling is geared to participation through an intervention in the intrinsic nature. It deals with helping a person understand his own feelings and motives; it attempts to help interpret to a person why he does what he does, why he is as he is, on the assumption that changes occur in human beings as a result of insights into his own behavior.

Extrinsic participation occurs through a diagnostic appraisal of an individual's intrinsic structure as well as his present diet of experiences, then creating, modifying, or eliminating those experiences. This constitutes a judgment as to whether present experiences enhance or stifle a healthy developmental process. The present model outlines four kinds of extrinsic conditions that are likely to stifle such a process (see Figure 3): (1) Limited experiences with phenomena of the physical world; (2) Limited experiences with a social world; (3) Inappropriate or ineffectual educational experiences; (4) Inconsistant or unpredictable social or affective relationships.

Figure 2
Active-Reactive Growth Model


THESE HE REACTS
A child is "ACTIVE"... with these as his tools he seeks out and brings meaning to new experiences.
WHAT HE HAS
1. Intellectual Functioning- (capacity to bring meaning to the world)
2. Experiental Background- (the number and kind of opportunities to meet people and events)
3. Sensory Mechanisms- (visual, auditory, kinisthetic)
4. Anxiety- (degree of comfort in meeting new people and experiences)
5. Physiology- (energy to invest and capacity to perform physically)
TO ACTIVATE
A child is "REACTIVE"... each new experience initiates a response in any one of or any combination of the following ways: intellectual, social, emotional, physical.

Limited Experiences in the Physical World

In order to move about in a constantly expanding world with confidence it is essential that much of that world be predictable i.e. that a person have a fairly accurate picture of the nature of various objects within that world. For example, an infant begins to express confidence in his understanding of things in his world when he stops crying at the sight of a bottle.

Current literature describes children with limited experiences in a physical world as culturally deprived. It is suggested in this model that such deprivation may occur either qualitatively or quantitatively. Seeing deer in a zoo repeatedly does little to improve the quality of a concept of 'wild animals'.

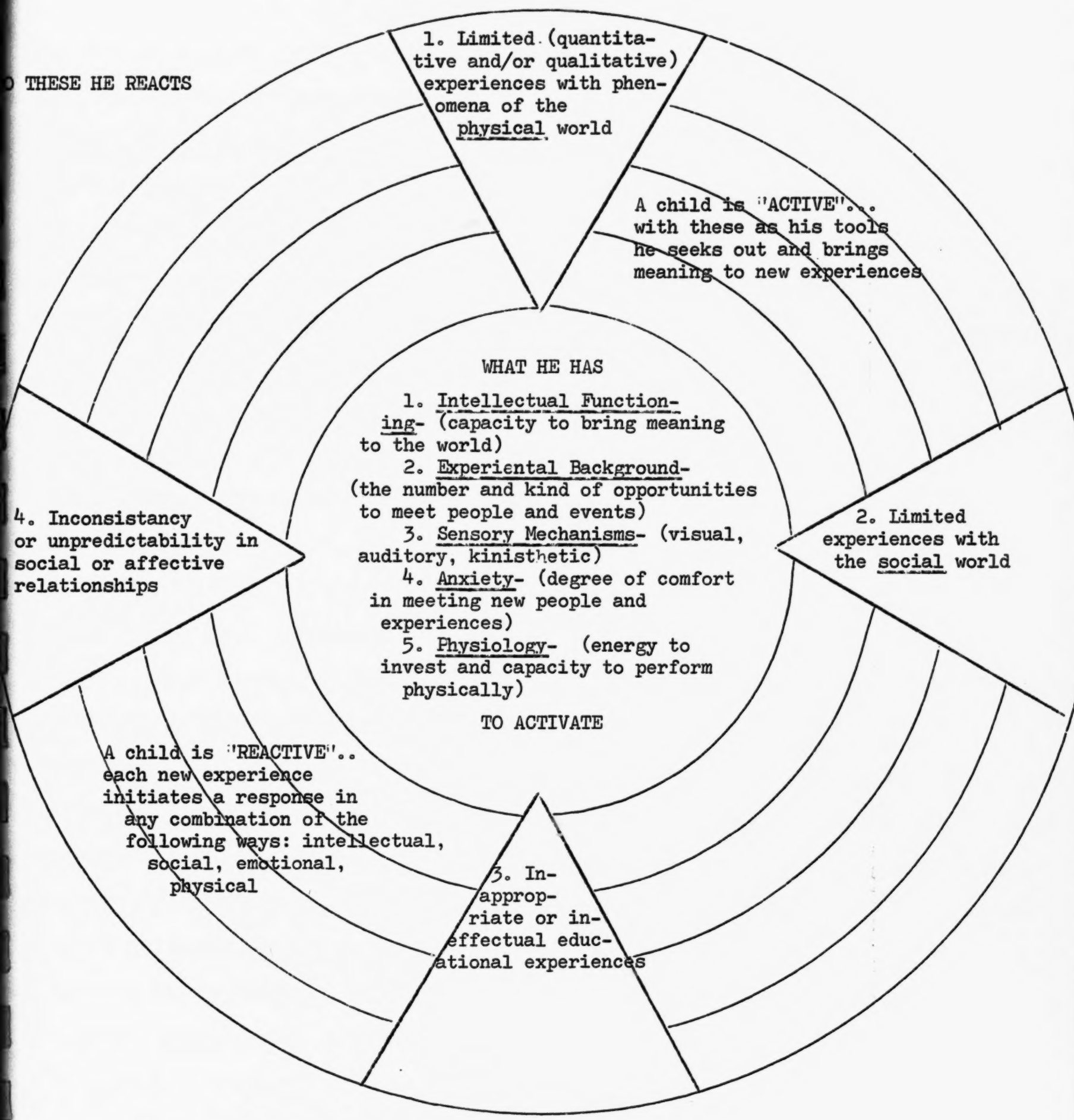
Limited Experiences in the Social World

One of our earliest learnings is that most of our needs are met by "people". (At a later date we learn that we have a capacity to meet other people's needs.) We adapt ourselves to a variety of social situations only by experiencing a variety of social situations. Social skills develop as a result of being able to confront and solve social problems. We learn to get along with people older than us by meeting people older than we are; similarly we learn to get along with people our own age and people younger than we are.

Inappropriate or Ineffectual Educational Experiences

Much is said and written about "meeting individual needs" and "individualizing instruction" and in each case it is an effort to improve the effectiveness of an educational experience. This model suggests that any educational experience is inappropriate if what is learned is inconsistant with the desired outcomes of that experience. For example,

Figure 3
Extrinsic Factors That Stiffle Growth


THESE HE REACTS
1. Limited (quantitative and/or qualitative) experiences with phenomena of the physical world
A child is "ACTIVE"... with these as his tools he seeks out and brings meaning to new experiences
WHAT HE HAS
1. Intellectual Functioning- (capacity to bring meaning to the world)
2. Experiental Background- (the number and kind of opportunities to meet people and events)
3. Sensory Mechanisms- (visual, auditory, kinisthetic)
4. Anxiety- (degree of comfort in meeting new people and experiences)
5. Physiology- (energy to invest and capacity to perform physically)
TO ACTIVATE
4. Inconsistancy or unpredictability in social or affective relationships
2. Limited experiences with the social world
A child is "REACTIVE".. each new experience initiates a response in any combination of the following ways: intellectual, social, emotional, physical
3. Inappropriate or ineffectual educational experiences

if it is desirable that a child enjoy reading, it is an inappropriate reading experience that causes that child to learn how to avoid siguations where he is going to have to read. Similarly, if it is desirable that a child become a successful math student then it is inappropriate to repeatedly offer him only mathematical problems that have demonstrated failure. To become effective educational experiences must ultimately consider the desired outcomes and then measurements taken in terms of those outcomes.

Inconsistant or Unpredictable Social or Affective Relationships

Culturally or societal values are transmitted from one generation to another for the most part on a one to one basis. It is the hope of every parent that his child will develop into a contributing, valuable member of society. Where parents differ is in beliefs as to how this is brought about. Attitudes seem to vary according to the degree of responsibility a parent is willing to assume. Historically, we have seen such explanations of outcomes as "bad blood" or "Well, it must have come from his mother's side of the family" or "Well, he just got in with the wrong crowd". Each is an effort to establish some basis for an individual's value system. This paper contends that, to a large measure, children adopt a value system consistant with the people in their social world who have the most meaning to them. In effect, a child gains a value system through a combination of social identification models. A child is most likely to crystallize his attitudes and value through feedback he gets from people he has learned to trust. The parent or teacher who approves a certain kind of behavior one time and disapproves it the next time does not instill this kind of trust. By the same token, the potential model who is unavailable or unreachable

for large segments of time is likely to have a small impact on a developing value structure. Affective (emotional) investments in children also contribute to one's becoming an approved model. When a child understands that he is approved and accepted neither on the basis of his behavior nor his product but as a person, he becomes a responsive, receptive learner.

CHAPTER III

STEPS IN INSTITUTING A CHILD-CENTERED PROGRAM

The counselor who focuses primarily on prevention and development must possess an experimental attitude. This experimental attitude does not imply that he become a researcher in the classical sense of the term. Rather, it stresses the importance that he learn and develop problem-solving skills.

Since the counselor generally works through the teacher to aid the student he also must be able to establish positive adult relationships. He may then be able to inspire an experimental attitude in the teachers that he is working with. The counselor can assist the teacher to identify the problem that he is having with the student; to identify alternative solutions or courses of action; to select a course of action, try it out and evaluate its effectiveness.

In this sense, the counselor is an agent of change. He is requested by teachers to provide additional data about individual students. He and the teacher attempt to formulate a prescription that will enhance the development of the student.

Care must be exercised in modifying the program for the student. Teachers must ask: "What are the objectives?", "What are the alternatives?", "How can we measure results?" By "touching all of the bases" the program offers greater security and, perhaps, a higher rate of productivity.

Goodwin Watson[1] has outlined the prevailing patterns of change in typical school systems. Typically most changes have been introduced:

(a) Sporadically rather than continuously

(b) By outside pressure rather than from within

(c) For expediency rather than as an expression of conviction or planning

[1]Goodwin Watson, Change In School Systems (Washington D. C., Cooperative Project For Educational Development, National Education Association 1967) p. 109-110.

(d) One here, one there, rather than in a cumulative and integrated design

(e) Much later than desirable - lagging rather than leading

(f) At a superficial level, rather than in the basic and fundamental educational functions

(g) To bring recognition to certain ambitious individuals rather than do the educational job better

To provide a continuous, basic, and integrated model for change the elementary counseling staff of the Olympia Public Schools suggests a continuous self-renewal design. The steps are derived from an analysis of constructive thinking and problem solving. They provide a basis for broad changes in educational functions as well as affording guidelines for individual problems. The five steps may serve as reference points along a continuim of planned change. It is essential that these steps be followed in order because they lead naturally into a useful pattern. The steps are: awareness, involvement, commitment, implementation and evaluation. Each step in turn will be considered.

Steps In Continuous Self-Renewal

Awareness

Awareness is everybody's business. It means constant and widespread sensing of problems and new possibilities. An air of freedom and interpersonal trust must exist in the system allowing problems to be openly expressed and considered. While there must be a general climate of trust and openess, it is essential that special responsibilities are delegated to some parts of the system. To keep up with scientific discovery, technological invention and new trends are big orders for personnel busy with other jobs. Perhaps an advisory committee of persons likely to be aware and in touch could be enlisted to keep up with internal concerns and external trends and resources.

Involvement

Involvement has two parts: screening and diagnosing. In the screening process, some order of importance and priority must be established so that school systems can go to work on more urgent problems. Not every trend and not every difficulty should lead to significant innovation. Therefore, some order of importance must be established. An advisory committee could advise the school board where final responsibility lies. Diagnosing is too often cut short. It is essential to hold back the common impulse to offer solutions until it is clear what the problem is and where it lies. In many cases insufficient scanning of the problem leads to treatment of symptoms not the real causes. Involvement implies a greater expenditure of effort than awareness. It is one thing to know that problems or new innovations exist but quite another thing to explore new possibilities and difficult internal problems in terms of why they work or exist in fullest measure.

Commitment

If involvement calls for greater expenditure of effort then commitment calls for even more. This third step in continuous self-renewal includes three important concepts. Involved in commitment are inventing, weighing and deciding. Inventing is used to provide the important mechanism of generating ideas or brainstorming. After the problem is known it is imperative to involve many persons with a wide range of creative notions. Mechanisms must be provided to allow wide participation in the production of solution proposals. Weighing the solution proposals will result in the selection of some that seem best. Eventually a small group, perhaps an advisory committee, must appraise the proposals by asking "What would happen if this or that or

the other were put into effect?" After the better solutions have been screened the particular innovation or set of actions that seems most appropriate must be decided upon. It is important that the group charged with this responsibility reach a true consensus. Through a series of formulations the proposal is chiseled into a shape acceptable to all.

Implementation

The fourth step is implementing the particular innovation or set of actions. Implementation may be thought of as having two parts: introducing and operating. When the innovation is introduced planning is required. Where would the innovation get a fair trial? Whose name would give it needed status? What is the best time to introduce it? These questions call for strategy planning. Operating requires an agreement within the informal power structure that a moratorium on revision or rejection will be in effect until the project has had a fair chance. Another strategy question concerns getting aboard those persons not yet involved in previous steps. It becomes necessary to conduct other individuals or groups through the thinking steps which led to the emergence and selection of the new project.

Evaluation

Finally, evaluation procedures must be utilized. Procedures must be built in to the system whereby recording what is done is both continuous and periodic. More objectivity can be attained by involving those in the evaluation not directly involved in the operation. Revising the procedure to improve its effectiveness calls for a repetition of most of the steps explained above. The need for revision must involve awareness, involvement and commitment.

Symptoms of Change

The kinds of questions that people ask tend to indicate their location on a developmental continuum. For example, at certain ages, youngsters are asking "What" questions. Such questions as: "What's that called?", "What time is it?" are rather typical. As students mature, they start to ask "Why" questions. At this time, he is becoming concerned with cause and effect relationships.

An analysis of the nature of the questions is an indication of the questioner's level of understanding, his interest, and the depth of his curiosity. Teachers spend considerable time in development of questioning skills. (Suchman's Inquiry Process is an example of a program that stimulates questionning development in students.)

Similarly, the types of questions that teachers ask are indicators of their comprehension of an issue. Principals, curriculum consultants and counselors should be striving to stimulate teachers to ask a higher level of question.

In the preceding section of this chapter, the five-step method of change or self-renewal was described. Each step (awareness, involvement, commitment, implementation and evaluation) has a behavioral orientation. The stages suggest that something is happening in the viscera of the individual. In Table 4 a sample list of questions have been developed for each self-renewal stage. Again, the counselor is attempting to stimulate the teacher or the group of teachers to ask these type of questions. The end result, hopefully, will be a child-centered, individualized instructional approach to teaching.

Figure 4
Chronology Of Questions To Be Answered

How does this child learn?
What are his strengths? deficits?
How much satisfaction is he getting from his learning experiences?
How does this child view himself? Others?
Who has meaning to him?
What does this child consider really important?
In what ways can he express himself?

1. What are my beliefs about learning?
2. What do I believe about educational philosophy?
3. What are my strengths? deficits?
4. In what ways can I participate in this child's learning?
5. What are the implications for this child's development in view of the educational experiences I am now giving him?
6. What are my expectations for this child?

1. What kinds of classroom experiences would most benefit this child?
2. What facilities do I have to bring to bear on the problem?
3. What personnel are available to assist me?
4. How might I bridge my own deficits?
5. How can I be sure I have realistic expectations?

1. How can I incorporate these instructional methods into my teaching style?
2. How can I translate this knowledge into an action program?
3. How can I systematize and organize my plan of action?
4. How can I observe responses to my prescriptive efforts?

1. Are the outcomes consistent with my expectations?
2. Were my expectations realistic?
3. What adjustments or modifications are necessary?
4. What standards have I set?

AWARENESS
INVOLVEMENT
COMMITMENT
IMPLEMENTATION
EVALUATION

CHAPTER IV

COUNSELOR ACTIVITIES

This chapter depicts how the human growth and instructional change and models developed in the previous sections become an integral part of an action program. The intrinsic and extrinsic aspects of the child's world where intervention is possible in the developmental process of the child can be summarized. The extrinsic aspect, or those things a child 'reacts' to, is divided into four areas: (1) Limited experiences in the physical world. (2) Limited experiences in the social world. (3) Inappropriate or ineffectual educational experiences, and (4) Inconsistent or unpredictable social or affective relationships. The intrinsic aspect deals with what the child 'activates': intellectual functioning, experiental background, sensory mechanisms, anxiety and physiology,

Provision For Extrinsic Needs

Each of these areas will be taken individually with examples of intervention methods and actual cases of children or events. The cases were collected and written by teachers based on their actual experience with a counselor.

Limited Experiences In The Physical World

Three examples of counselor intervention are cited below. The reader should bear in mind that the cases as described reflect different stages of program change (awareness, involvement, commitment, implementation, evaluation.)

Field Trip. "I asked the counselor to sit in on a parent conference of a student who puzzled me. This boy was not doing well in school and had problems getting along with other students. As a result of the conference we found that this boy's father worked on the Capitol Campus and the boy was very familiar with it. The counselor suggested a class field trip using the boy as a guide. This gave the boy the chance to be the authority and gain recognition in an area that he was comfortable. We were even able to visit with the Governor for a few minutes. After the trip I found the boy to be getting along better in school and take a new interest in his studies."

Kinesthetic Experiences. "Utilization of a counselor with children in a special education program seems to me to be a high priority item. These children frequently have no one (or feel they have no one) who 'accepts them as they are.' The teacher must, of necessity, be a disciplinarian, as often have most other adults with whom they have had contact. In addition many of the parents of these children are vitally in need of counseling in regard to the training and management of their child. The problem then is to provide an opportunity for the counselor to know these children. The counselor this year has worked very hard in assisting us with our program in order to fulfill this objective. Utilizing a stimulus - response - reinforcement type method of organization for the classroom, the counselor functioned in the area of reinforcement (or reinforced). In this role he worked with the children as they used their time earned for completing work. This placed him in a position to know the child on a positive basis and to see how he (the child) functioned in a free situation. This hopefully opened (and will continue to open) the door for communication of problems on the part of the students. Likewise, parents assisting in the program had an opportunity to know the counselor as a person and to approach him for help if they so desired. In addition to placing the counselor in this type of role, we asked specifically for help with some older boys who were developing physically and who we felt needed male guidance in regard to the "problems of sex". This was handled in small groups of four and allowed the boys to discuss the problem with some guidance rather than keeping it within their own age group with their lack of information and an understanding regarding the subject."

Parent Conference Consultation. "During this year I have had three students enter after school started in the fall. Within a week after a student enrolled I was provided some background information on that child. The counselor had gotten this information from a conference with the parents. This was especially helpful in knowing what to expect from the child."

Limited Experiences in the Social World

Four different types of counselor intervention are cited under this type of extrinsic deficiency. Again the cases reflect different levels of change development.

Counselor-Student Relationships. "The counselor has always been a friend indeed and in need. From my point of view the counselor has not worked with the individual but with the group. To many children as a father image, as some one who is always a delight to see walk through the door, some one who is good and kind. As a connecting link into a new situation."

Problem-Centered Groups. "I feel the elementary counseling program has been successful during the past two years. My only concern was and is, the continuity that is broken by a change in counseling personnel.

The most significant example I can relate is the case of a boy that both Mr. McBride and Mr. Just worked with for one and one-half years.

During the period this boy made a significant behavior change for the better, as a direct result of counseling. In the area of self understanding, this boy was able to find out and understand some of the motives for his actions. In working with the group process technique this boy was able to make and hold some friends.

In the area of sex education, the counselor was able to achieve results working with small groups. He was able to extablish rapport with groups of boys that established a good level of understanding.

In working with a group of bickering girls Mr. Just was able to establish an understanding of themselves in relation to a group."

"One girl who was isolated by the other children and teased by and "made fun of" by them, both boys and girls. This problem was brought directly to my attention by a concerned mother whose daughter (not the isolate) was extremely sensitive about the children's behavior toward each other. I talked with our counselor, explaining the problem. We showed a film to the entire class concerning how to make friends and be a good friend. Then a discussion, led by our counselor, was held. The children responded very well and some seemed to be genuinely ashamed of their previous behavior. The situation was much improved during the next several weeks, but not entirely solved, although we kept working on it. Our counselor kept in touch and inquired about our problem several times during those weeks. The children and I had more short discussions on friendships, sometimes illustrated by posters left in the room several days at a time. A few girls deliberately sought out the isolate several times during this period. (A boy who had been absent from our film and first discussion brought up the teasing again, but it was not followed by all the other children, just a few.) The problem was never completely solved as the isolate was never completely accepted by the other children. She has since moved away."

Referrals. "I talked with the counselor about a girl who was causing me concern in the room. After asking many questions about her and observing her in class the counselor assisted me in writing a referral for psychological testing. He was helpful to me in reaching a decision and how to write a referral that was meaningful to the testing psychologist."

Student Tutors. "The counselor has encouraged us, the teachers, to share our students in a pupil assisting pupil program. Older boys and girls helped or assisted younger children in reading, painting, softball, woodwork, arithmetic and the Frostig materials. Such a program worked to the betterment of all involved. Older children suffering from poor self images were able to improve their outlook and self esteem by success in helping others. Younger children benefited from the attention and tutoring the older children offered."

Inappropriate or Ineffectual Educational Experiences

Cases cited under this category include a wide spectrum of activities. The counselor has assisted in such activities as: grouping students, setting realistic expectations, defining most effective learning styles, and providing learning experiences that satisfy student needs.

Secure Environment. "The group attitude changes that seemed to result from the informal visits of the counselor have paved the way for a "business as usual" atmosphere when other visitors drop in. In the fall (as usual) they were so aware of a visitor that all activity stopped as he came and went at unscheduled times. They became adjusted to this and many parents have been able to observe practically unnoticed later in the year."

Classroom Observation. "There were two phases to the utilization of the counseling program in the past two years.

Phase one concerned the counselor as a professional resource person for the purpose of providing guidance and understanding for social adjustment problems (not including discipline.) These social adjustment problems concerned the students and/or student on a one to one, student to peer group, or the relationship of one student group to another student group.

The counselor was used in phase one as an individual in which the students could entrust personal problems, desires, and goals on their quest to meet their personal needs.

Phase two involved the teacher-student-educational process format. In this phase the counselor was used to observe educational methods and relay to the teacher how selected students reacted to classroom instruction. This was not teacher evaluation, but rather observations to see if different instructional method would lead to greater pupil-teacher understanding."

Modification of Expectations. "A girl in my fifth grade room was having trouble reading. I referred her to the counselor to see if he could help find out what her problem was. He gave her an informal reading inventory and learned that the reading material I was giving her was too hard. Through the use of the inventory we decided on more appropriate material in relation to her ability. Now she is reading better and seems to enjoy it more."

Perceptual Development. "He worked with each child to help us in our survey of eye-hand-foot dominance. He has administered the Frostig test to help us determine the weak areas of perception among some of our children. He has organized the Frostig program for those who needed it - instructed us and encouraged us."

"Having my classroom adjoining the counselor's office has given me the opportunity to observe the many, many children who come to see our school counselor.

I have known many of these children, and I feel that having someone to talk to, someone who will really listen, is a very important factor in their lives.

One of my pupils has benefited greatly from the Frostig material made available through our counselor. He is now doing written work that shows great improvement, and his fine muscle control is most evident."

"I have used the counselor to test children in order to help them in the room as far as their development. One of these children was low in a visual motor area and it was then recommended that he be put on the Frostig program."

Grouping Students. "As principal, I asked the counselor to serve as a consultant for placement of children. At the end of the school year teachers at each grade level meet with the counselor to discuss the placement of children in next year's class groupings. The teacher gains insight into the placement problem through comparing ideas and perceptions with others. There is an effort to evaluate the strengths of children and place them where they may be most successful."

Problem Solving. "The counselor was invited into my sixth grade classroom to help me get feedback from students about the classroom control. The counselor assured the students that they could say anything they wished and would suffer no adverse effects from expressing their true feelings. I was able to gain more insight as I observed and listened to the student reactions. The conversation later centered upon the behavior of one student that bothered other students and tended to make joking statements about almost everything that went on in the room. With the student present, the class was able to better understand him as he explained himself. The student modified his behavior through other sessions as he began to see himself as others see him. In general, it can be said that other students changed their attitudes toward him in a positive manner."

Student's Learning Style. "A child in my room had a school history of being lazy and unresponsive in school. He would not pay attention in class. I consulted the counselor who observed in my class several times and had a conference with the parent.

The counselor suggested that this child seemed to only respond to "kinisthetic" experiences (rather than visual or auditory). I began a program of increased physical contact with the child. As a result the child became more alert and began to show interest in school."

Sounding-Board. "One of my children had had a disturbing experience one morning which I felt obligated to report to her mother. I was fearful of the mother's reaction toward the child as she is a young mother who is rather easily overwhelmed. I used the counselor as a sounding-board to help me decide what to do and say. Of course, he could not tell me what to do but he could help me focus on what the most important values were. I carried through. The experience was a positive one."

"The counselor has been my sounding-board whenever I have needed help with any problems in the classroom. He gives me ideas of further help or of just agreeing with me in a reinforcing way."

Parent Conference. "I was baffled about the direction to take in dealing with a particular child.

I asked the counselor to sit in on the parent conference to see if he could help me gain insight. He asked the parents a number of good questions that had not occurred to me, and following the conference pointed out a number of attitudes that could have affected the child, as well as relating incidents the parents mentioned that could have contributed to his behavior.

Since, I have felt reasonably successful in dealing with this boy. I could go on ad infinitum. I LOVE COUNSELORS. I use ours in many, many ways."

Inconsistent or Unpredictable Social or Affective Relationships

Many of the problems attached to learning disorders stem from a social disability. The school, therefore, must intervene in order to bring about positive growth in the cognitive, social-emotional and physical-neuromuscular domains.

Identification Models. "A boy transferred into my room from another school district. During the first few days he was in my class I felt that he was having a difficult time adjusting to the new school situation.

I talked with the counselor about the boy and he said that he would check with the parents to see if he could find out anything that would help the boy in school. After talking to the parent he learned that the boy had had no father for the last four years. We decided that the boy needed a father figure in school. A program in school was set up where the boy could come into contact as often as possible with male members of the staff, including one of the custodians. The counselor took the boy outside several times and just talked or played games with the boy. Now he is becoming more comfortable in the class and we have decided to place him with a man teacher for next year."

"A counselor's greatest contribution is simply "being there" as an understanding adult who cares about what is happening to children - the children feel it - they related in a way that is unique to that role."

Role-Playing. "My class had fallen into the fad of nick-name calling. The motivation was all in fun and in most cases no damage was done, however, I was concerned about one boy and how he felt about it. I discussed this with the counselor and asked what he might suggest I do. He asked if he could spend about two hours with my class the next week. When the time came for him to take the class he had prepared a role-playing situation about name-calling and sentence completion form. While he worked with the class on role-playing, their personal feelings and their feelings toward others I was able to observe and learn about my class.

The name-calling did not end after this but I was aware that the students were more sensitive about how it was used. Also I learned more about my students by watching somebody else work with them, and learned some techniques that I was able to use myself later with the class."

Bibliotherapy. "I had a boy in my fourth grade class who was very small in size in comparison with the other children in the class. He was very self-conscious about his size and quite often felt that to gain acceptance with others he had to show how tough he could be.

I asked the counselor what could be done to help the boy. The counselor suggested that there were several books available which had stories about children with similar difficulties. One of the stories was entitled, "The Smallest Boy in Class."

The counselor obtained the book and the boy read the story. After the boy had finished the story he said, "Gosh, I didn't know that other kids have the same problems."

The boy's behavior has changed considerably and I think that it was largely due to the story. I have since used several of the books and stories mentioned by the counselor as sources of classroom discussion and have found them very beneficial."

Teacher-Pupil Relationships. "Two students, boy and girl, were disliked by most class members. They were always blamed for everything and just seem to be available whenever someone needed a "goat." In many cases they (the two students) created a bad situation.

Our problem was to create a better understanding of these two by the class and to improve their own self-image.

The counselor held a couple of group discussions during which the two students were discussed. They remained in the room and added much to the discussion.

After these sessions, I feel and they said this, that at least they understood the two students better. In addition, the two were able to see how others see them."

"One boy was having a problem with his temper and his teacher-relationship. He felt that the teacher was against him, that he couldn't approach him because he was not very understanding.

The counselor worked with the boy in several individual sessions and also talked with the teacher. He was able to assist the boy in changing his attitude seeking help from the teacher.

Meanwhile the teacher was able to both discuss and seek advice on the problem from the counselor.

Result, the boy and teacher were able to get together and discuss the problem. They both found out that they could talk and the other would listen."

"One of my students who presented a real problem by constantly disturbing the class was taken out by our counselor and talked to many times. We tried many approaches, working together. There has been progress made. The counselor had a quieting influence on this boy. Having the two of us working with him gave more weight to the correction. I like his attitude, it demands respect, and that is what is needed so badly in our schools. The counselor acted as a conveyor of information of this boy's emotion gained from him by these talks."

"A child who had a very unpleasant first year of school. He had to be bodily dragged to school. I worked with the counselor as a sounding-board to help the youngster adjust to this school, teacher and peers. The counselor did not work directly with this child but with me in working out the problem. Results were only one or two further tantrums about going to school."

Teacher-Teacher Relationship. "I felt very upset over another staff member's treatment of one of my students. I asked the counselor for help and he arranged a talk with the three of us. We discussed the problem - talked it out - and my nerves were very much better afterward. I'm sure I wouldn't have had the courage to approach the other teacher without the counselor's help."

Classroom Climate. "At the beginning of the year I had a boy in my classroom who was new to our large school. He had come from a small school where he had a history of poor social adjustments. During the first week of school he began acting out towards other children and by doing this made the other children mad at him.

I asked the counselor to work with this boy. By working with the boy and talking with me it was determined that the boy's adjustment could be helped by talking freely and honestly with the other members of the class. The counselor took my class for

about a half-hour and talked with the students about the boy's problem and what they as a class could do to help his adjustment. After his talk with the class, their behavior towards him improved and consequently the boy became better adjusted. The counselor continued to work with the boy on an individual basis to further help him with his problem."

"One of the many kinds of problems which the counselor has worked with me on these past two years is a child with a severe emotional problem. He at first observed the child in a class situation and then talked with the child a few minutes a day in group situations. He helped to build up his confidence and help him to participate in the group. He offered help to me also in working with him.

The counselor has jointly worked with the psychologist and myself for a child, a large period each day, in his office for a specific learning problem associated with a personality problem.

The counselor has worked with me this year on the Frostig method and demonstrated group testing, evaluation and kinds of exercises and work sheets which apply.

The counselor has worked with a group of children which included one or two "too exceptional citizens" and some which are those whose behavior is not always perfect and can be problems at times. We were working on getting the "too good" children to relax and feel it is all right to be a little mischievious sometimes. The general friendliness and fatherly image that the counselor has given to fatherless children has been exceptional."

Teacher Counseling. "The case in which I have worked most with the counselor involves a boy who is almost completely rejected by his peers. He comes from a tremendously insecure background with several stepfathers and many brothers and sisters. He is now living with the grandparents and sees his mother on rare occasions. He is quite immature and does a great deal of tattling on the other children. The children seem to enjoy antagonizing him because they have discovered that he won't fight back. I first referred him to the counselor because he was such an isolate and because he demanded so much of my attention. The counselor met with the grandmother and me at the first of the year to gain a better understanding of the situation. As the year progressed, the boy became less demanding of me, but he was becoming increasingly involved with fights, though still refusing to fight back. This spring I met with the counselor, grandmother, and another mother whose boy was involved in the conflict. I believe that the counselor was successful in doing several things:

1. He gave the boy a male figure in whom he could trust. He made the boy feel that somebody cared for him.

2. He helped the grandmother understand, to a certain degree, the problems which the boy faced and how she might help him.

3. He counseled with other boys in an effort to help them gain compassion and understanding for this boy's situation.

4. He helped me understand the source of the problem and made me see my capacities as only human in reacting to this boy.

The counselor did not solve the problem but he worked in an effort to put things into the right perspective so that we could work together in helping the child."

Parent Counseling. "A girl in my room at the beginning of the year was extremely quiet and withdrawn. She seldom would say anything to the other kids and me. I called in the counselor to see if he could help me with the situation. He talked with the child and felt that he should check with the parent to see if help were needed at home. By talking with the parent the counselor learned that the mother was experiencing some difficulties at home.

He worked with the mother for five sessions to help her overcome some of her difficulties. The girl in the class started improving in her ability to communicate with others and is now making more progress. I feel that it was through the counselor's sessions with the mother that the girl's behavior changed."

Provision For Intrinsic Needs

The intrinsic portion of a child's world deals with their intellectual functioning, experiential background, sensory mechanisms, anxiety and physiology. Examples will be cited where the counselor has provided assistance in the school program.

Individual Counseling

Individual counseling is the traditional counseling function. While the elementary counselors has a broadened role, he does devote time towards activating the five areas cited above. Some examples as cited by teachers are:

"A camp bound sixth grade boy, still a bedwetter, was very worried. He spent several sessions with the counselor during which he slowly decided how he would handle his problem should an accident occur.

Over a period of three weeks his attitude changed from dread to anticipation of the camping experience."

"First grade boy who came to me with a folder indicating severe adjustment problems. Disturbed the entire class continually. Called in the counselor and he arranged to take him from the room several times a week. This gave the class and me times for valuable discussion in relating to the boy. Besides the boy came back to the group with a happier and more cooperative spirit."

"First grade boy who is a very intelligent child but carries a chip on his shoulder most of the time since his father left the family so he seems to feel he must strike back to the world with all sorts of aggressive acts. However, the fact he gets to associate with a male means a great deal to him - in fact, he begs to go with him and literally hangs on to him. The boy is always more agreeable after returning from the visit with the counselor."

"A boy in my class has been demanding excessive amounts of attention through both appropriate and inappropriate behavior. Being unable to find a way to satisfy these demands I asked for help from the counselor. He (the counselor) has suggested several approaches for me to use in the classroom to channel behavior to more appropriate forms. Also, the boy has spent some time with the counselor alone, which supplies some of the attention he needs."

Group Counseling

Many peer problems can be dealt with most effectively in a group situation. One situation described by a teacher represents this kind of role:

"A group of girls from my room were disturbed by the behavior of another girl in the same grade but from another room. They said they liked her but disapproved of some of her actions on the playground. They asked me how they could help this girl and I suggested they talk to the counselor. The counselor spent one session with just my girls and then included the other girl with a friend of hers. After the first session with the total group I observed these girls together on the playground and in the cafeteria. There seemed to be a bond of "togetherness" that was not present before." (Counselor's note: As a result of the one girl receiving feedback about how she was being seen by others, the rest of the group requested an opportunity to check out their anxiety concerning peer relations.)

Counselor Sessions

The preceding sections of this chapter portray the activities of the counselor in the school. The counselor serves as "many things to many people." How he devotes his time is to a large degree in the hands of the building principal and teaching staff. He must define his role in terms of their expressed needs.

In order to assess their role, counselors tallied the types of sessions that they had for each month. Table 5 summarizes the number of contacts that each counselor had in each of the ten areas. Variations are very evident. For example, counselor "D" conducted many more group counseling sessions than any of the others. This table does not assess the quality of the session nor does it identify the time involved. Counselor "C" may have conducted intensive sessions, for the entire year, with a small number of students.

Variations are evident throughout the table. Though these may represent the emphasis of counselor role in a building, the data may be contaminated by the "time" variable.

These summaries of counselor contacts also represent the three main divisions of work for the counselor -- counseling, consulting and coordinating. In terms of the latter, the counselor is often called upon to coordinate the efforts of specialists - psychologist, reading, science and physical education consultants, community mental health clinic staff members, medical doctors, speech therapists, etc.

Figure 5
Number Of Counselor Sessions

	Counselor A	Counselor B	Counselor C	Counselor D	Counselor E
Group Counseling (Children)	155	240	100	640	132
Individual Counseling (Children)	495	495	940	1085	1140
Group Discussion (Adult)	20	17	9	12	18
Teacher Conference (Individual)	850	860	310	1025	1010
Teacher Conference (Group)	27	9	34	8	47
Parent Conference	67	9	125	217	60
Principal Conference	215	215	215	155	82
Principal's Meetings	3	3	3	3	3
Nurse Conference	85	35	42	21	9
Specialist Conference	85	85	82	41	95

CHAPTER V

OTHER EVALUATIVE SOURCES

As was mentioned in Chapter I, behavioral change is difficult to measure in quantifiable terms. Secondly, even if one is able to develop objective measurement devices, the movement within the individual likely occurs in small increments over a long period of time. Thirdly, can one isolate the counseling inputs from all other inputs so that the quantifiable data is not contaminated?

With these factors in mind, the basic evaluative design took on the form of documentary evidence to validate the counseling function. This evidence was included in the previous chapter.

Teacher Perception Survey

An additional source of data is also included. At the conclusion of the 1966-67 school year a "What Do You Think?" questionnaire was submitted to all elementary teachers in the district. Eight schools had been exposed to counselor services and one (the control school) had not.

For 1967-68, counselor services were provided in all schools. At the conclusion of 1967-68, the teachers in the 1966-67 control school were asked to respond to the same questionnaire.

The items included in the questionnaire could be classified into three broad categories: acceptance, perception of acceptance by others, and the role of the counselor. A tabulation of a representative sampling of items is included in the last.

General Acceptance

In response to the item, "Elementary school counselors have something special to offer to an elementary school", ninety-five percent of the

teachers agreed to the item. This represented an increase from 1966-67 (seventy-two percent).

Teacher's Perception of Support of Others

Teachers were asked if they thought "most elementary school teachers would encourage the employment of elementary school counselors." As was true last year, teachers are supportive but they cannot interpret accurately how other teachers feel. In 1966-67 only thirty-three percent of the teachers agreed; whereas, in 1967-68 this perception increased to fifty-three percent.

Teachers were also somewhat pessimistic about the value parents and principals place on counseling. In the case of the teachers' perception of the parent's attitude, it did increase from thirty-three percent (1966-67) supportive to forty-eight percent (1967-68). In the case of principals, in 1966-67, thirty-eight percent of the teachers believed the principals were supportive. In 1967-68, this had increased to only forty-seven percent.

Functions of the Counselor

While ninety-five percent of the teachers of the former control school believed that counselors had something special to offer, they could not attain that much consensus about the specific functions. The data does reveal that as they became exposed to counseling during 1967-68 they reached higher agreement on the role of the counselor. In all areas except home-school liaison, teachers attitudes towards the normal counselor roles increased rather markedly. The working of the home-school liaison statement ("The core or main emphasis of an elementary school counselor's work should be directed toward working with the parents of elementary school pupils.") would suggest that a negative response was appropriate.

The data included in table 6 can lead one to conclude that the teachers in the 1966-67 control school (no counselor services) after exposure to a school counselor during 1967-68 modified their views on role function in a positive direction. They have not only stated that "counselors have something special to offer" but they defined those functions.

Figure 6

Percent of Former "Control" School Teachers
Who Agree To Certain Roles For Counselor

	1966-67	1967-68
Individual Counseling	56%	89%
Group Counseling	52%	79%
In-Service Training	38%	79%
Student Analysis	42%	74%
Curriculum Materials	38%	63%
Test Administration	48%	79%
Test Interpretation	56%	84%
Service Coordinator	56%	95%
Home-School Liaison	19%	21%

Principal's Attitudes Regarding Counseling

At the conclusion of school year 1967-68, principals and board members held a meeting to subjectively evaluate the counseling program after two years of operation. The remarks that follow reflect the attitudes of the principals.

Counselor Availability

The counselor as an itinerant is ineffective. Counselors need to be assigned in a building where they can develop relationships with the principal and the staff. By not being available on a daily basis, many problems lie dormant. Further, certain students, groups of students, or teachers may need to confer with the counselor on a daily basis.

Where the counselor serves two buildings, several principals recommended that the counselor schedule be modified from a three-day a week schedule to a schedule where the counselor is in one school every morning and the other school each afternoon. This would tend to overcome some of the present deficiencies.

Counselor Role

Principals have utilized the school counselors in many ways. In one school, the counselor interviewed all new enrollees and their parents. The information acquired became a part of the cumulative folder. In another school, the counselor has received positive feedback for his work in conducting student discussions in such areas as honesty, peer group relations, feelings, etc. These results were achieved through the use of individual and group counseling.

Many schools found the counselor to be helpful in staff training and development. Some teachers requested classroom observation feedback in order to improve their teaching style. Others asked for assistance in the area of perceptual-motor training or in problem-solving skills (self-enhancing education.)

The request for training seems to take place in those situations where the counselor has successfully dealt with a problem or referral presented by a teacher. Teachers seem to "check out" a counselor's competency by use of a single referral. If the counselor offers some possible courses of action for the teacher, he is "on the way" towards establishing a successful working relationship.

Most principals stated that the counselor has been actively involved in all case studies and follow-up. Referrals are generally cleared through the school counselor.

Problems

The counseling program has fallen short of perfection in several instances. In some situations, counselors have failed to give feedback to teachers after a student-counselor session. The counselor needs to follow through. The teacher, however, needs to be available to permit this to occur.

On some occasions, counselors have failed to notify their building principal that they will be attending a meeting. This oversight has tended to break down relationships. The contact with the school principal is essential. One principal, for example, stated that he would like to be involved in identifying some of the problems that the counselor will attend to for each day. This, perhaps, implies that some counselors may need some structure, at least initially, in establishing a program in a building.

Where problems seem to exist, they have emerged as a result of inadequate counselor-principal communications. The responsibility for this would appear to be shared equally by both.

CHAPTER VI

GOALS AND RECOMMENDATIONS

Public education's task is to provide opportunities for the maximum development of each individual child in the community. It is believed that the elementary counselor can play a significant role in achieving this task. In the first part of this report, a model of how we view the individual and how to bring about developmental change was formulated. This serves as the foundation for the counseling program. Foundations are not very interesting to look at alone and of no value unless one plans to build upon them. The theory, then, becomes practice. The final part of this paper reflects the anticipated goals based on that theory. These goals are stated in the form of recommendations, long and short term.

Dr. Garth Blackham, Counselor Educator for Arizona State University, stated in his evaluation of the Olympia Elementary Counseling Program in June 1967 that:

> "The counseling model that the counselors have attempted to implement is primarily developmental, preventative and facilitative rather than a therapeutic-remedial one. Although a substantial portion of the counselors' time has been spent working with individual problem youngsters, this type of focus should be restricted. Fortunately, the counselors began to implement functions with a developmental focus. Thus, the foundations for a broader, educationally oriented program has been established."

At the same time, Dr. Anna Meeks, Counselor Educator for Oregon State University, in her evaluation said:

> "The counselors have demonstrated competency to help children in trouble and now it is to be hoped that they will move in the direction of prevention and development as soon as possible, to avoid stereotyping themselves as 'psycho-therapists'. It is even more important to move away from remediation <u>per se</u> in order to assure an impact on the total educational program."

Recommendations

The Olympia program is committed to the idea of maximum development of each individual. To better facilitate this development and assure an impact on the total educational program the following recommendations are submitted:

1. Counselors to assigned to school in terms consisting of two counselors and a school psychologist. Essentially this would not change the building assignments as they are now. A counselor would be assigned to buildings but would serve as back-up counselor in other specific buildings. This would enable the two counselors serving as a team in such areas as: parent discussion groups, case study conferences, diagnostic and evaluative practices, and inservice training for teachers. There are areas where feedback is important. The team approach would provide a built-in evaluation system. This design would provide teachers, administrators, and parents an alternate contact if for some reason one counselor was unavailable to them. In this model, one school psychologist would be exclusively assigned to the Olympia Elementary Schools, thus assuring consistent presence as a potential team member.

2. Shift of counselor role with emphasis to fit developmental phases of the school year. The school's need in relation to guidance and counseling change as the school year progresses. Such activities as individual counseling on a one-to-one basis with children, group counseling experiences with children, group counseling experiences with adults, consultation with teachers concerning children with specific learning and/or emotional difficulties, and parent conferences are on-going, continuous activities which are undertaken from the beginning of the school year to the end of the term.

In figure 7, the year has been divided into four phases to coincide with the reporting periods. Other counselor activities should be given priority or emphasis during these phases.

The diagram illustrates the needs of the school. Counselor role and function is identified in relation to those needs. It is not the intention that the counselor's tasks be limited to that indicated in each phase but that priority be given to that task.

Prior to the beginning of the school year, there is a need for information on incoming kindergarten children. Such information as medical history, family and social background, gross and fine motor development and general readiness for school activities needs to be gathered and assessed.

Through parent interviews and through the use of pupil inventories, when needed, information can be gathered to insure a more meaningful school adjustment. This data, made available and interpreted to the teacher, can aid the teacher in fulfilling the needs of the individual child.

From the beginning of the school year until the first reporting period, one of the major needs at all grade levels seems to be the accumulation and interpretation of data on students with special needs who have been previously enrolled in the school or who have transferred from other schools. The purpose of relating this information to teachers is to prevent difficulties of social-emotional, neuro-muscular, and academic adjustment.

Classroom observation with special emphasis on identification of children with particular developmental deficiencies, diagnostic parent interviews, and the use of diagnostic and/or preventative instruments which measure such areas as visual-motor development, language development,

Figure 7
Task Priority Schedule

ases of hool Year pproximate)	Need	Counselor Role and (priority)	Function (on-going)
ior to hool year	Information on in-coming kindergarten children	Parent interviews Pupil inventories	Individual counseling on 1-1 basis
	Information on in-coming children at all grade levels	Diagnostic parent interviews Classroom observation Diagnostic instruments	Group counseling Consultatic with teachers
	Assessment of teacher school needs for year	Initiate problem solving and planning	Parent conferences
rst report riod ovember)	Meaningful parent-teacher conferences	Facilitate varied methods of conferencing	
	Implementing remedial programs for crisis students	Case conferences with selected staff or total staff	
cond report riod anuary)	Definitive reporting techniques	Verbal interpretation of report cards in specific cases Parent conferences when needed	
	Planning positive academic and social growing experiences for sixth graders	Selection and training of outdoor education high school leaders	
	Consideration for appropriate placement	Gather data on scholastic achievement Assist in student observation inventories Team approach with principal, teacher, psychologist for program planning	
rd report riod rch)	Developing relationships outside school environment	Olympia Outdoor Education Camp Working with adjustment problems Consulting with camp director, high school leaders Conducting small instructional groups	
	Preparation for transition of sixth graders to seventh grade	Consultation with sixth grade teachers and junior high counselors	
	Appropriate placement of students (all grades) for following year	Initiation of grade level or multi-grade level meetings Emphasis given to grouping	
	"Wrap-up"	Evaluation of year's activities Planning for next year	

neuro-muscular development, and reading skill mastery are methods of gathering additional data.

Communication with community agencies is of vital importance during this portion of the school year to follow through on children with whom the agencies have contacted.

Assessment of individual teacher and school needs should begin after the first month of school. At about this time of year the teachers are acquainted with the individual students and are able to make recommendations for individual or group counseling, types of instructional material they might need and types of testing, student appraisal and observation that would be helpful.

At this time both counselor and principal should take the initiative in bringing staff members together for the purpose of defining and achieving overall building, curriculum and pupil personnel needs. These kinds of group meetings should be a part of an on-going project of assessment, evaluation and treatment.

The types of questions or appraisals would be as follows:

1. What are our major goals in student instruction?
2. How can we best assess student needs?
3. Do we want grouping? If so, how can we best group students for instruction and positive social learnings?
4. How can the principal and the counselor best serve teacher needs?
5. How would staff members most advantageously utilize resource personnel such as reading consultant, science consultant, P. E. consultant, nurse, counselor, psychologist and speech therapist?
6. What type of record keeping do we want for students?

7. What kinds of changes in curriculum should be made and how should they be implemented?
8. Are there any district policy changes our building would like to recommend?

Toward the end of the first reporting period in November, there is a need for effective conferences between teachers and parents concerning student progress in school. Conferencing methods are varied according to the unique requirements of each individual building, staff, and student. The counselor can assist in in-service training, conferencing, data collection, etc.

During, or immediately following the first reporting period, critical situations in either learning or behavioral problems should be apparent to teacher, counselor and principal. Some pupil progress is extremely lacking and is deviant from the major population of students. These situations might be labeled urgent or crisis-oriented and should be treated as thoroughly as possible. One of the most economical and efficient ways of assisting the child in this type of situation is for the counselor to initiate an overall case conference or "staffing."

A typical kind of case conference would involve the counselor along with teacher, psychologist, nurse, appropriate consultants, principal, previous teacher or teachers, parents and outside agencies that might be involved. Staffing members are each responsible for compiling their own data on the child and presenting it to the group. The counselor here functions as facilitator and coordinator for the group and makes suggestions for prevention and remediation in the particular case. In any case of staffing the counselor should be responsible for data collection for his pupil and school. The counselor's role continues to include follow-up on assessment or evaluation of treatment techniques suggested and attempted.

Prior to the second reporting period in January, which is usually in written form to the parents, the need will be for more definitive reporting. For example, report cards, in certain instances, may not be sufficient to relate pertinent information and observational data to parents in meaningful terms.

The counselor would contact the teacher to determine areas of concern and areas of need for further consideration with a particular student, and then initiate contact with parents for conferencing.

Another need at this time is to provide positive social and academic growth experiences for students in the Outdoor Education Program. Elementary counselors are aware of many of the needs of these sixth grade students. Counselors, therefore, should be involved in the selection and training of high school camp leaders. The high school camp leaders should be positive identification models for the sixth grade students.

Since elementary counselors will be involved in leading and participating in discussion groups with the high school camp leaders during the Ourdoor Education Camp, a good working relationship must be established during the selection and training period.

Each year, teachers are faced with the need to consider appropriate placement for students in the following school term. Shortly after the third reporting period, prime consideration should be given to students encountering difficulties.

The counselor can assist the teacher, principal and psychologist in this area by gathering and interpreting data on scholastic achievement, assisting in student assessment inventories and anecdotal records, making referrals to special services for testing, and working with the teacher, principal and psychologist on planning possible future learning programs

for the child. The counselor should also contact, consult and confer with the parent on possible future placement and see that the student records are compiled and sent to the future teacher or school.

Towards the end of the school year, preparation for the transition of sixth graders into junior high becomes imperative. Information which has been gathered and compiled throughout the student's elementary school years will be communicated to the junior high counselors so that appropriate placement can be made.

Special considerations should be given to:

1. Children who have a history of being disciplinary problems.
2. Children who may relate more positively to either a male or female teacher.
3. Children who may benefit from being separated because of continued conflict with peers.
4. Children who are slow learners.
5. Children who are accelerated learners.
6. Children with special interests and abilities.
7. Children who come from culturally deprived families where financial assistance may be needed.

As a means of improving the transition it is suggested that:

1. Small groups of seventh graders participate with groups of sixth graders to share experiences concerning the first year of junior high.
2. Small groups of sixth graders visit the junior high with the elementary counselor to familiarize them with facilities and operational policies.

Appropriate placement becomes a pressing concern each spring. The counselor and principal should initiate grade level and multi-grade level meetings to consider and evaluate any possible need for grouping of students. Attention should be given to class grouping in relation to how it would benefit each child for individualizing instruction. Grouping or placing students should be geared toward providing personal experiences which will lead in the direction of developing cognitive skills, sensory motor skills, positive self-regard, responsible and productive independence, creativity, and positive interpersonal relationships.

At the conclusion of the school year counselor time would be spent in "wrap-ups", which would include evaluation of the year's activities and planning for the coming year.

3. Responsibility for guidance functions in the individual school be given to the elementary counselor. The elementary counselor should have data immediately available to him that would assist him in helping to develop the guidance program and curriculum in relation to the individual needs of pupils.

The elementary counselor should assume the role of leader and consultant in the school's program of pupil appraisal by:

1. Coordinating the accumulation and use of meaningful information about each pupil.
2. Interpreting information about pupils to them, to their parents, to teachers, and to others who are professionally concerned, and,
3. Helping to identify pupils with special abilities or needs.

If the counselor is to be responsible for the accumulation and use of student data psychological referrals or referrals for other special services should be submitted through the counselor's office. The services

needed would be directed to the attention of the counselor. He may then proceed to clarify and/or identify more specifically any needs for special services as well as the expectations of the teacher and needs of the individual child.

The counselor is responsible for coordinating the use of services beyond those he can provide by:

1. Making appropriate referrals or assisting in the referral.
2. Maintaining liaison and cooperative working relationships with other pupil personnel specialists in the community where special services are available.

The responsibility for data collecting for student appraisal for curriculum and guidance purposes as well as the responsibility as liaison with other agencies naturally involves some degree of paper work. Teacher-aide or secretary time should be granted to the counselor in each building in order to free him from an excess of paper work.

4. Kindergarten families be contacted in the home prior to the first day of school. This action would promote dialogue whereby questions might be raised and answered by both school and home. Potentially, this could reduce parental anxiety regarding their child's initial school experience and at the same time be a source of valuable data for the teacher.
5. Elementary counselors meet with elementary principals at regular appointed times. Elementary principals should meet as a group with the elementary counselors to improve communication. New educational innovations, current educational problems in the district and evaluation of current programs could well be the focus of these meetings. Mutual understanding, improved relationships, better planning and more effectual follow through would result from improved communication between principals and counselors.

6. Counselors be authorized to administer individual test. This would involve some additional graduate course work by the counselors. It would enable them to develop a deeper understanding of the individual testing reports. It would assist in the evaluation of individual children and in the interpreting of test data to the teacher and parents. It would also allow immediate testing and feedback in those cases when time is important and the psychologist is not available.

7. Evaluation of the elementary counseling program be made at the end of the third year by an outside team of specialists. A team made of (1) a counselor-educator (2) superintendent or assistant superintendent from another school district and (3) an educationally oriented layman from outside the Olympia School District would provide one type of evaluation. The criteria for evaluation and method of gathering information should be decided between Olympia School Board of Directors and the evaluation team.

8. One educational research project be undertaken by the elementary counselors each year. Little scientific research has been done in the area of elementary education. Most new knowledge comes from research done on the college or university level and from research done by state departments of education. Because of the distance involved much of this research is not meaningful to the teacher in the classroom. The classroom teacher should be provided with knowledge so that she can apply it to the everyday problems she faces. The local school district has an obligation to the profession to provide it with new knowledge. Several of the elementary counselors have devoted some time to small research projects in their building. The elementary counselors should undertake a joint research project each year.

9. Assessment be made of the elementary counselors' physical facilities in relation to meeting school needs. In many cases the elementary counselors are working in inadequate office areas. Consideration should be given to improving the areas in each building as well as developing play therapy areas.
10. Definite goals be set for making additions to the elementary counseling staff. Most of the literature in the field of elementary counseling suggests a student-counselor ratio of 1 - 200 to 300 in order for the counselor to make significant impact on schools.

Some Unresolved Issues

Like many new emerging professions, the field of elementary counseling remains in the stage of "becoming". As counselors are still searching to define their role. In a sense, they are attempting to place theory into practice.

One principal described the situation from his perspective:

> "The elementary counseling program in the Olympia Schools has reached the end of its second year, a period during which we have watched objectives and techniques develop and adjust to needs. This observer has felt from the inception of the program that there existed a chasm of thought between the philosophy of the training institution and the expectations of the local teaching staff which could well have created considerable ambivalence - and possibly some defensiveness - on the part of counselors. This observation, if at all accurate, is in no way intended to degrade the training institution. On the other hand, these students have come to us with well-developed insights and understandings, many for which the "establishment" was not ready."

While some issues are being clarified, others still remain unclear. The project will attempt to focus on these issues during the ensuing years

1. Guidance provided for all children, or for those with problems ("Is the program developmental or remedial?")

2. Counseling children or consulting with teachers and parents ("What focus has highest priority?")
3. Individual testing or dependence of psychometry services ("Can the counselor gain better insight by having additional assessment techniques?")
4. Service as counselor or service as a psychologist-counselor ("Is there considerable overlap between the functions of the counselor and psychologist?")
5. Staff counselor or itinerant counselor ("Would the program benefit by having a full time counselor in each building?")
6. Nondirective role or leadership role ("Should counselors be more forceful in implementing a program?")

Other issues, no doubt, will emerge in the future. Educators, board members and parents must continue to examine these issues as well as any new ones in order to chart a new course for education.